

# Systematic Literature Review: The Effectiveness Of Implementing The Pancasila Student Profile In The Independent Curriculum And Its Implications For Students' Character Development

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**Abstract.** In the 21st century, there are many problems in the world of education that are complex, unstable, and uncertain. One of the problems and challenges faced is the increasingly widespread moral degradation which is triggering the decline in the character of Indonesian students today. This problem is a shared responsibility within the education unit, there needs to be policy updates so that students' character can be as expected. Character education in the curriculum that applies in Indonesia is always the main point that needs attention. Character education becomes a fortress for students to avoid phenomena and problems that occur in the students' environment. In the proposed Independent Curriculum, the Ministry of Education and Culture has confirmed 6 dimensions of the Pancasila Student Profile. The launch of these 6 dimensions shows the characteristics that students at all levels of education must have. This research aims to conduct a literature study regarding the effectiveness of implementing the Pancasila student profile in the independent curriculum and its implications for developing students' character. The research method used to carry out this research is the Systematic Literature Review method. Data was collected by reviewing publications on implementing the Pancasila Student Profile and the implications for character development. This research found that implementing the Pancasila Student Profile can develop students' character by applying it in the school, family, and community environment.

**Keywords:** Effectiveness, Independent Curriculum, Pancasila Student Profile, Student's Character, Systematic Literature Review,

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## INTRODUCTION

Education is an essential step for a country to compete with other countries. Education is an effort to continue to develop children's character, mind, and body to achieve perfection in life, namely the life and livelihood of children who are educated in harmony with their nature and the demands of their time. This expression implies that Indonesian students must become human beings who believe in and are devoted to God Almighty, have a noble character, and be healthy, knowledgeable, capable, creative, independent, and responsible (Rahun National Education System Law 2003). Education determines a nation's quality and survival (Fajra, 2020). Education is not only concerned with learning activities to gain knowledge but is broader than that, namely the formation of students' character. Technical insight and competence (hard skills) are not the only factors in a person's success; more than that, self-management skills (soft skills) are needed. So, a character is an essential thing to have as an identity because educational success is not only seen from insight and technical competence (hard skills) but also character skills (Suwartin, 2017).

In the 21st century, the problems that arise in the educational environment are complex, unstable, ambiguous, and uncertain (Kemendikbud, 2020). The problem that currently arises in the world of education is the moral degradation of Indonesian students. Problems that arise in the student environment are bullying, prostitution, brawls between students, promiscuity, use of addictive substances such as narcotics and other illegal drugs, the rise of pornography cases, and even cybercrime. KPAI revealed that there had been a relatively high increase in child protection

cases such as brawls between students, pornography, and cybercrime in 2020 which adds to the bad record that has occurred among Indonesian children recently (KPAI, 2020). The following is the number of child protection cases that occurred during the 6-year period from 2016-2022 released by KPAI:

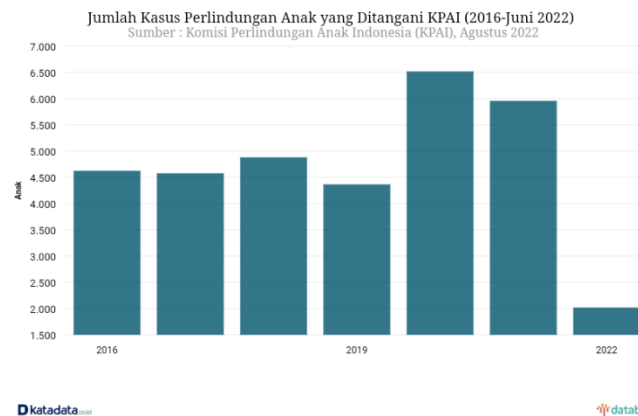


Figure 1. Child Protection Case Diagram (Source: KPAI data bank 2022)

The diagram above shows that many child protection cases still occurred within a 6-year period, especially in 2020 before the Covid-19 pandemic. The problems that occur require the education system to produce quality and competent students to face all the challenges (Kusumaningrum, 2016). So it is still essential to strengthen the quality and character of students in the school environment, family environment, and community environment (Yandri, 2022). To improve the quality of Indonesian students, it is necessary to improve the quality of education by improving education to follow developments and changes in life that are occurring in this century. This improvement was carried out by improving education policies.

Character is the disposition of each individual to respond politely and well (Lickona & Wamaungo, 2012). Character is also a person's identity seen from how attitudes, behavior, thought patterns, and excellent and polite values are achieved from a person's interactions with others and the surrounding environment which become the basis or foundation that will influence the point of view, thought patterns and actions (Soraya, 2020). Character is one of the skills needed in the 21st century included in the 6Cs: culture, collaboration, communication, connectivity, critical thinking, and creativity (Anugerahwati, 2019). Character is the most basic and crucial thing at this time. A character can be used as a differentiator between humans and other creatures. People with good character tend to have good personalities, morals, and character. Because character is so important, educational institutions must instill it in students during learning (Zubaedi, 2015).

Character education becomes a fortress for students to avoid phenomena and problems that occur in the students' environment. Character education is still necessary and must be fostered in students so that they become human beings who have the values of love, example, morality, behavior, and diversity. Ki Hajar Dewantara (in Dalimunthe, 2016) stated that character education is an effort to improve morals, manners, spirituality, and physicality to encourage human life in harmony with nature and the environment. Education cannot be separated from the moral values, physical characteristics, and thoughts of students who will later become human beings living in society. Mustofa (2022) stated that character education is an effort to develop good traits or behavior in others. Character education is said to be successful if the community assesses that the person is good, and character education is considered a failure if the students are not assessed as suitable by the community.

McDonnell (in Lewis & Ponzio, 2016) stated that character education is fundamental to resolving critical problems relating to a character during the reform movement. Character development according to Kesuma, Triatna, and Permana (2011, p. 11) has the aim of facilitating the strengthening and development of specific values so that they are manifested in children's behavior, both during school process activities and after graduating from school, correcting the behavior of students who not by the values developed at school, building good correlation with

family and community in developing the character of students at the three educational centers together.

The Independent Curriculum is a curriculum regulation launched by the Minister of Education, Culture, Research and Technology of the Republic of Indonesia, Nadiem Makarim. The Merdeka Curriculum is implemented to instill character education and have soft skills and hard skills. The independent curriculum is implemented and relies on developing student profiles to live with the values and spirit of the Pancasila principles. So in this independent curriculum, character education continues to be prioritized. Strengthening character education is realized through various programs focusing on realizing Pancasila Students (Ismail, et al., 2021). Pancasila students embody national education goals, described in 6 dimensions of the Pancasila Student Profile (Kemendikbud, 2020). Pancasila students embody Indonesian students as lifelong learners who have the competencies needed now and in the future and behave by Pancasila values, consisting of 6 dimensions of the Pancasila student profile.

The six dimensions of the Pancasila Student Profile (Samekto, 2021) are: **(1) Have faith, be devoted to God Almighty, and have noble character.** In this profile, students must have good personalities and morals and always remember their creator. 5 elements reflect the dimensions of faith in God Almighty and having noble morals: religious morals, personal morals, morals towards humans, morals towards nature, and national morals. **(2) Global diversity.** Students are expected to be able to respect each other's differences and diversity and be able to have an attitude of tolerance toward all existing differences. The scope of global diversity is limited to differences within Indonesia and between countries. For students to have a spirit of global diversity, students need to know and appreciate culture, communicate and interact between cultures, and reflect on experiences of diversity. **(3) Work together.** Students need to know how to work together with the people around them. The elements of the cooperation dimension are collaboration, sharing, and caring. **(4) Independent.** Indonesian students are expected to be independent during the learning process and have responsibility for carrying out their work. Indicators or elements in this independent dimension are awareness of oneself and the situation at hand, as well as self-regulation. **(5) Critical reasoning.** Students are expected to have critical reasoning. Pancasila students are lifelong learners who always try to find solutions to solve the problems they are facing. **(6) Creative.** Students are expected to become creative individuals. They can modify, create, provide updates, and solve various problems they face in different ways to improve their abilities. The main thing in this creative element is that students can produce original ideas and produce original works and actions.



Figure 1. Six Dimensions of the Pancasila Student Profile (Source: Ministry of Education and Culture, 2020)

The Pancasila Student Profile aims to form behavior or character appropriate to their identity as Indonesians and citizens of the world. The Pancasila Student Profile is a guide for achieving the vision of Indonesia 2045 which states that Indonesia is directed to become a "sovereign, advanced, just and prosperous country." For this vision to be realized, it is necessary to have quality human resources, master science and technology, be independent, and able to

increase the honor and dignity of the nation. The Pancasila student profile is a clear mission to guide changes in education policy and practice (Kemendikbud, 2020). With the Pancasila Student Profile in the independent curriculum, it is hoped that Indonesian students can become competent lifelong learners, have character, and behave according to Pancasila values. This is in line with what was expressed by Latif (2020) who stated that achieving the nation's ideals requires the ability of a transformative national education system so that it will produce citizens or human resources who have the power to make changes and have the capability and empowerment to be able to do so improve the nation's quality of life.

The character and competencies listed in the Pancasila Student Profile dimensions are realized in students' daily lives through extracurricular learning activities, school culture, and projects to strengthen the Pancasila student profile (P5). Implementation is carried out in this way so that the six dimensions in the Pancasila student profile can be felt in students' lives to reflect Indonesian students with character and competence. It is hoped that the Pancasila student profile can produce graduates with the character and abilities currently needed can be achieved, and can strengthen the noble values of Pancasila among education actors and stakeholders (Syafi'i, 2022). The Pancasila student profile is carried out at a particular time to provide opportunities for students to know the process of character development. Strengthening the profile of Pancasila students. The character and profile of Pancasila students are different from the previous curriculum. The profile of Pancasila students is built in education units from an early age and continues to be built until each graduates from high school and is ready to enter higher education, and can also be involved directly in society and other wider industries.

From what has been described above, the researcher wants to examine the effectiveness of the implementation of the Pancasila Student Profile in the Independent Curriculum and its implications for the development of student's character by reviewing and examining articles published in scientific research journals that have been carried out by previous researchers using the method that has been determined is the Systemic Literature Review (SLR). Implementation is expected to revive a culture of being happy to receive input, open to differences, and committed to efforts to improve change in a better direction (Kemendikbudristek, 2022).

## **METHOD**

This research was prepared using a Systematic Literature Review (SLR). This SLR in Indonesian is a systematic literature review. A systematic literature review is a procedure that identifies, examines, evaluates, and interprets all existing research. With this SLR method, researchers review and group journals systematically, in each process they go through predetermined steps to answer research questions (Triandini et al., 2019).

The stages in this Systematic Literature Review (Moher, et al, 2009) are: **(1) Identification.** At this stage, the researcher searched for as much literature as possible via Google School with predetermined keywords: effectiveness, Pancasila student profile, implementation, Merdeka curriculum, and student character. **(2) Screening.** At this stage, the researcher collects as many research results as possible relevant to the research questions. The journal articles are filtered according to the topic to be discussed. After searching for articles, the most suitable articles were selected. **(3) Eligibility.** All articles that have been selected are then analyzed and reviewed for their suitability based on predetermined criteria. **(4) Inclusion.** This stage is the final stage, where the literature that has been reviewed is entered and written according to a predetermined format.

In completing this research, researchers collected journal articles from Google Scholar. The keywords used in this article are Pancasila Student Profile, Independent Curriculum, Implementation, Effectiveness, and Student Character. The articles collected were only articles published in the period 2020 to 2023. From various articles that could be accessed in journals, researchers selected 10 published articles that were closely related to the keywords used in this article. In the next stage, the researcher classified articles about implementing the Pancasila student profile.

## RESULTS AND CONCLUSION

The Pancasila Student Profile is an embodiment of Indonesian students who are expected to have behavior that follows the values or characters contained in the six dimensions of the Pancasila Student Profile so that later students will become complete human beings, who develop not only their insight but also their character following their ideals. -the educational ideals contained in the Preamble to the 1945 Constitution. The research data included in this article is an analysis and summary of articles selected and published in journals that are closely related to implementing the Pancasila Student Profile.

Table 1. Research Results Related to Implementing the Pancasila Student Profile and its Implications for Student Character Development.

| Researcher & Year                                      | Journal                                                                      | Research Results                                                                                                                                                                                                                                    |
|--------------------------------------------------------|------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Kahfi, A (2022)                                        | Jurnal Pemikiran dan Pendidikan Dasar                                        | Implementation of the Pancasila student profile has implications for creating individual student resilience in facing environmental problems.                                                                                                       |
| Susilawati, E., Sarifuddin, S. & Muslim, S. (2021)     | Jurnal Teknodik                                                              | In daily character through school culture, intracurricular, co-curricular and extracurricular learning to grow and develop the character of individual students.                                                                                    |
| Lubaba, M. N. & Alfiansyah, I. (2022)                  | Edu Saintek: Jurnal Pendidikan, Sians dan Teknologi                          | Implementing the Pancasila Student Profile increases student character development using strategies and creative learning methods.                                                                                                                  |
| Jamaludin., Alanur, S., AMus, S., & Hasdin. (2022)     | Jurnal Cakrawala Pendas (JCP)                                                | The Pancasila Student Profile can be implemented through teaching alliteration and enumeration activities, flag ceremony activities, social gatherings, and making wall magazines, which can grow and develop children's character                  |
| Silkia, M. K. (2021).                                  | e-repository IAIN Salatiga                                                   | The implementation of the Pancasila Student Profile is carried out by applying it in daily life to shape and develop students' character.                                                                                                           |
| Dafitri., Hasrul., Rafni., & Bakhtiar (2022)           | JECCO (Journal of Education, Cultural, Ana Politics)                         | Implementation of the Pancasila Student Profile shapes students' character to be even better than before.                                                                                                                                           |
| Safitri, A., Wulandari, D., & Herlambang, Y.T. (2022)  | Jurnal Basicedu                                                              | The Pancasila Student Profile Project in the Independent Curriculum is more optimal in developing student character than the previous curriculum.                                                                                                   |
| Kurniastuti, R., Nuswantari., & Febriandi, Y.A. (2022) | Prosiding Senassdra (Seminar Nasional Sosial, Sains, Pendidikan dan Humanira | The application of the Pancasila student profile can be used as a form of character education. With the Pancasila student profile, students can develop a character following the Pancasila principles.                                             |
| Nikmah, K. & Rondli, W. S. (2023)                      | ILUMINASI: Journal of Research in Education                                  | The Pancasila student profile is a strategy to strengthen students' character. In implementing it, teachers need to innovate so that the strategy can be implemented smoothly and according to the expected goals of the Pancasila student profile. |

Based on the results of research that has been carried out as stated in the table above, it shows that the implementation of the Pancasila Student Profile has implications for creating individual student resilience in facing environmental problems (Kahfi, 2022), can grow and

develop the character of individual students through culture. schools, extracurricular, co-curricular, and extracurricular learning (Susilawati et al.; S., 2021), increasing student character development by using strategies and creative learning methods (Lubana, M.N. & Alfiansyah, I, 2022 ), the implementation of the Pancasila student profile can also grow and develop children's characteristics through teaching alliteration and enumeration activities, flag ceremony activities, friendship and making wall magazines (Jamaludin., Alanur, S., Amus, S. & Hasdin., 2022), and can forming and developing the character of students through application in everyday life (Silkia et al., 2021).

The implementation of the Pancasila student profile can also shape students' character better than the implementation of the previous curriculum (Dafitri., Hasrul., Rafni., & Bakhtiar, 2022). The Pancasila Student Profile can be implemented in the learning process, intracurricular, co-curricular, and in a P5 program (Project for Strengthening the Pancasila Student Profile). P5 in the Merdeka curriculum is separate from the learning activity process. In line with research conducted by Dafitri, et al., the project to strengthen the Pancasila student profile is more optimal in developing student character compared to the previous curriculum (Safitri et al., D., & Herlambang, Y.T., 2022). Implementing the Pancasila student profile can be used as a form of character education that follows the principles of Pancasila (Kurniastuti et al., & Febriandi, Y. A., 2022). The Pancasila student profile is a strategy that can strengthen students' character.

The Pancasila student profile can develop students' character by applying it in everyday life in the school, family, and community environment. Therefore, there needs to be synergy between schools, families, and students' environment so that the expected character education can follow the dimensions of the Pancasila student profile maximally in the three education centers. As stated by Pamela, et al (2019) the development of students during the learning process is not only influenced by teachers at school, but is also influenced by family environmental factors, where the family is the closest and most important environment for students, and the community environment. as a place for students to interact and make social connections. In the school environment, the Pancasila Student Profile can be integrated during the implementation of intra-curricular, co-curricular, and extra-curricular activities.

Implementing the Pancasila Student Profile gives schools the freedom to determine and develop its realization, where the implementation is still contextual and relevant to the environment, circumstances, issues, and culture that exist in the students' environment. so that the implementation of the Pancasila Student Profile can vary in each school due to differences in environmental conditions. However, some provisions have been set by the Ministry of Education and Culture which need to be implemented by each educational unit (Faiz et al, 2022).

Character development cannot be separated from three educational centers. In the scope of school, which is the second education after family, it is closely related to the role of a teacher. Teachers in schools must be facilitators, mediators, and coordinators in ongoing learning. Therefore, teachers need to have the skills to provide reinforcement to students regarding the material and guide students during activities. The collaborative process between students is not only cognitive, but the affective and psychomotor aspects of students also develop simultaneously according to the nature of each student. Apart from teachers, the family's role is also needed while developing students' character. This is because the family is the circle closest to students. So the family sphere is an essential foundation in forming the main character of students. Apart from school and family, character development also needs to be supported by the community. In society, students interact with each other and learn good values, attitudes, and norms that apply in the surrounding environment. Therefore, the environment becomes an assessment of a person's character traits. The environment is where children's education occurs (National et al. in Sadulloh, et al., 2017).

Based on the discussion presented above, it can be concluded that the Pancasila Student Program can improve and develop students' character by continuing to be integrated into every learning process in extracurricular, co-curricular, and extracurricular activities. The Pancasila Student Profile, which is an effort to translate the content of Indonesian education, must determine the direction of change and guide stakeholders and their staff to improve the quality of education so that the Pancasila Student Profile can create human beings who are intelligent and

have a strong identity following the values of Pancasila to be able to bring about better changes for the future of the nation and to achieve national education goals which need to be continuously pursued and developed. So in its implementation, character education needs to be supported by three educational centers: the school environment, family, and community.

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